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| **Vision- Exemplary education for all through God’s amazing grace. Values- Learning, Integrity, Confidence, Dignity, Love** **Long Term basic overview of coverage 26.4.24** |
|  | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Science** | RocksForces and magnetsAnimals, including humansLightPlants | States of matterAnimals, including humansSoundLiving things and their habitatsElectricity | Living things and their habitatsEarth and spaceProperties and changes of materialsForcesAnimals, including humans  | Living things and their habitatsAnimals, including humansEvolution and InheritanceElectricityLight |
| **Geography**  | Italy and Rome- COWWSEgypt- COWWSBiomes- Deserts | Village SettlersThe united kingdom COWWSBrazil COWWSRainforest – Biomes  | Local area studyAncient Greece HOTCLUB Italy- HOT CLUBExtreme Earth – Mountains, Volcanoes and Earthquakes | Investigating Rivers HOTCLUB – London THAMESNorth AmericaMexico city (Mayons) HOT CLUB  |
| **History- Knowledge linked through key themes.** **Historical skills are progressive.**  | Changes in Britain from Stone age to Iron AgeThe achievements of the earliest civilizations - Ancient EgyptThe Roman Empire and its impact on Britain | TudorsBritain’s settlement by Anglo-Saxons The Viking and Anglo-Saxon struggle for the Kingdom of England | Local study- VictoriansAncient Greece | WW2 The Mayans  |
| **Art and Design** | Cave art/ Stonehenge Oeone Hammersley Van Gogh | Anglo Saxon ArtPicassoTudor Art  | William MorrisPeter ThorpeHokusaiAncient Greek inspired pottery | Pop artDa VinciPerspectiveYayoi Kasuma |
| **PE** | **Skills**: coordination, sending and receiving, reaction and response, ball chasing, dynamic balance and agility.**Sport**: football, netball, hockey, rounders, athletics, gym.  | **Skills:** footwork, sending and receiving, reaction and response, balance, jumping and landing, ball chasing.**Sport**: tennis, tag rugby, African dance, basketball, athletics, cricket.  | **Skills:** static balance, ball skills, reaction and response, dynamic balance, sending and receiving, jumping and landing, footwork. **Sport**: netball, football, swimming, hockey, cricket, athletics.  | **Skills**: static and dynamic balance, footwork, jumping and landing, sending and receiving, counter balance, floorwork. **Sport**: athletics, basketball, tag rugby, dance, swimming tennis.  |
| **Music- Skills are progressive as the chn journey through the school. Knowledge is frequently retrieved and built upon.**  | Reggae Whole class ocarinas Standard rhythmic notation & Traditional African Echo Songs   | Exploring + RespondingWhole class recorders Composing | Motown & SoulRapClassroom Jazz  | RockBugle Calls and Fanfares Carmina Burana  |
| **French** | All About meGames, sports & SongsCelebrations & ActivitiesPortraits (Colours & Body Parts) | Animals & MovementsGrowing things (Food)All aboard (Travel & Weather)L’Argent de poche (Pocket Money) | L’Argent de poche (Pocket Money)Vive le sport! (Sporting lives)Le Carnaval des Animaux (The Carnival of the Animals) | Vive le sport! (Sporting lives)Le Carnaval des Animaux (The Carnival of the Animals) |
| **Computing - Skills are progressive as the chn journey through the school. Knowledge is frequently retrieved and built upon.**  | **Multimedia:** Still and video cameras, still frames linked to simple video.**Programming:** Simple algorithms – Logo. **E-safety-** Safe sharing, Trust, Action, Respect. **Technology in our lives**-parts of computer, WWW, explore ways to communicate online .**Data handling:**Learners will develop their understanding of what a branching database is and how to create one. They will use yes/no questions to gain an understanding of what attributes are and how to use them to sort groups of objects. Learners will create physical and on-screen branching databases. | **Multimedia:** As year 3, add effects, plan and structure, awareness of audience.**Programming:** Debug and use sequence and repetition. SCRATCH **E-safety-** Safe sharing, Trust, Action, Respect. **Technology in our lives**- parts of computer, WWW, explore ways to communicate online.**Data handling:**Iidentify the difference between discrete and continuous data and present both types of data as bar charts and time graphs. They also solve comparison, sum and difference problems using the information presented in bar charts, pictograms, tables and other graphs. | **Multimedia:** AS year 4, understand audience intent, formatting work, evaluate**Programming:** Design, write and debug, logical reasoning. SCRATCH **E-safety-** Safe sharing, Trust, Action, Respect. **Technology in our lives**- Describe parts of the internet, know different services for different purpose., describe how information is transported. **Data handing:**This unit looks at how a flat-file database can be used to organise data in records. Learners will use tools within a database to order and answer questions about data. They will also use a real-life database to answer a question, and present their work to others. | **Multimedia:** As year 5, organise, refine, present work, self evaluate and make improvements. **Programming:** Sequencing, audio, debug, animating. **E-safety-** Safe sharing, Trust, Action, Respect. **Technology in our lives**- Describe parts of the internet, know different services for different purpose., describe how information is transported.**Data handling:**This unit introduces the learners to spreadsheets. They will be supported in organising data into columns and rows to create their own data set. Learners will be taught the importance of formatting data to support calculations, while also being introduced to formulas and will begin to understand how they can be used to produce calculated data. Learners will be taught how to apply formulas that include a range of cells, and apply formulas to multiple cells by duplicating them. |
| **Religious Education** | The local ChurchChristian baptism and marriageThe 10 commandmentsNativityJudaism, what’s it like to live as a Jew? Jesus’s new commandmentWhy is Easter important?The BibleThe importance of symbols, beliefs and Teaching in Hindusim.  | Why are they having a Jewish party?What makes a Christian?How do Advent and Epiphany show us what Christmas is really about?Who is Jesus?What are the Beatitudes and what do they mean to Christians?Easter peopleWhat does it mean to be a Muslim?People from the old testament. | What does it mean to be a Hindu?Remembrance or HarvestHow do art and Music convey ChristmasWhat does it mean to be Jewish?Easter – Holy Communion Holy CommunionLiturgyThe journey of Life and Death | What are the 5 pillars of Islam and Why are they important to Muslims?Should every Christian go on a pilgrimage?How would Christians advertise Christmas?How has the Christian message survived for over 2000 years?The contemporary Anglican churchWhat happens in churches at Easter?Understanding faith in WallingtonRules and Responsibilities |
| **RHE Themes which are progressive in content throughout KS2** | Being in my worldCelebrating DifferenceDreams and GoalsHealthy meRelationshipsChanging me  | Being in my worldCelebrating DifferenceDreams and GoalsHealthy meRelationshipsChanging me | Being in my worldCelebrating DifferenceDreams and GoalsHealthy meRelationshipsChanging me | Being in my worldCelebrating DifferenceDreams and GoalsHealthy meRelationshipsChanging me |
| **Design Technology**  | Photo framesPizzas | PursesLight boxes | BreadBridges  | Cam toysBiscuits |